



# Winterbourne Earls Church of England Primary School

## Inspection Report

**Unique Reference Number** 126372  
**LEA** Wiltshire  
**Inspection number** 282101  
**Inspection dates** 8 December 2005 to 9 December 2005  
**Reporting inspector** Patricia Davies RISP

This inspection was carried out under section 5 of the Education Act 2005.

<b>Type of school</b>	Primary	<b>School address</b>	Summerlug
<b>School category</b>	Voluntary controlled		Winterbourne Earls
<b>Age range of pupils</b>	4 to 11		Salisbury, Wiltshire SP4 6HQ
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01980 611356
<b>Number on roll</b>	188	<b>Fax number</b>	01980 551122
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Mr David Joyce
<b>Date of previous inspection</b>	11 September 2000	<b>Headteacher</b>	Miss Jenny Purchase

<b>Age group</b> 4 to 11	<b>Inspection dates</b> 8 December 2005 - 9 December 2005	<b>Inspection number</b> 282101
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## **Introduction**

The inspection was carried out by two additional inspectors.

## **Description of the school**

Winterbourne Earls Primary School is smaller than average. About 40% of pupils attend from outside its immediate area, and just over 20% are from military families. Most pupils are from white British backgrounds. The proportion with learning difficulties is below average. Attainment on entry to the reception class is above what is usually found of pupils of a similar age. A new headteacher joined the school in April 2005.

## **Key for inspection grades**

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## Overall effectiveness of the school

### Grade: 3

Winterbourne Earls gives its pupils a sound education. This finding matches the school's assessment of its effectiveness. All pupils achieve satisfactorily. Inspection evidence shows that the above average standards children bring with them into the reception class are maintained by the time they leave the school at the end of Year 6. Pastoral care is strong and contributes a great deal to pupils' good personal development. A wide range of additional activities helps pupils to enjoy school life. The quality of education in the reception class is sound and these pupils achieve satisfactorily. The school gives sound value for money.

Improvement since the school's last inspection has been satisfactory. Under the good leadership of the new headteacher, the school has already taken action to bring about further improvement. A recent review has given the school a clear view of its performance, and this swift and accurate evaluation indicates that the school is well placed to move forward. Teaching and learning are satisfactory. Teachers give clear explanations, but they do not give pupils enough feedback about how their work can be improved. Work is not always as demanding as it should be, particularly for the more able, and there are limited opportunities for pupils to develop independent learning skills in science.

### What the school should do to improve further

- Plan work that is more demanding, particularly for the more able pupils.
- Give pupils more opportunities for investigation and independent learning in science.
- Give pupils more feedback on how their work can be improved.

## Achievement and standards

### Grade: 3

Pupils make sound progress as they move through the school. Attainment on entry to the reception class varies to some degree each year, but is above average. Inspection evidence shows that standards remain above average when pupils leave the school at the end of Year 6. English is a relative strength within this picture, and especially in reading where pupils make good progress.

Pupils with learning difficulties make satisfactory progress. The yearly variations in national test results reflect the different proportions of pupils with learning difficulties in each year group. This factor adversely affected the 2005 Year 6 tests. However, the school does not always demand as much as it could of pupils, and this factor prevents progress from being good, especially for the more able. Pupils are now set more challenging targets which they are likely to achieve.

Lack of challenge is most marked in science, where standards are broadly average. This is because pupils have too few opportunities to devise their own strategies for exploring scientific ideas and finding outcomes. The school has already tackled a similar weakness in mathematics and, as a result of recent improvements, pupils are now

confidently applying their knowledge and understanding to new situations and different problems.

## **Personal development and well-being**

### **Grade: 2**

The personal development of pupils is good. Pupils are proud of their school. They enjoy learning about a wide range of subjects and willingly persevere with their work. Attendance is above average. The school's strong moral code works well. Pupils are confident and friendly and behaviour is good. The many sporting activities give pupils a good awareness of the benefits of being active. Their understanding of the importance of a balanced diet is being increased by the school's healthy eating initiatives. Pupils gain a sound awareness of issues related to their personal safety.

The extent of pupils' spiritual, moral, social and cultural development is good. They reflect thoughtfully about their work and way of life within the context of themes such as 'prayer'. Pupils' excitement quickly turned to amazement when they first saw Father Christmas step from the army helicopter which had landed in the school grounds during the inspection. Relationships are very good because of the school's atmosphere of mutual respect and support. As pupils move through the school they develop in maturity and confidence. They willingly accept responsibilities, and members of the school council work to make the school a better place. Pupils are adequately prepared for their adult life through links with the local community and from participation in fund raising activities. The wide range of additional activities gives pupils a good sense of their own culture, but their experience of other societies and traditions is less well developed.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 3**

Teaching and learning are satisfactory, with pockets of good practice. For example, teachers are skilled at explaining and demonstrating concepts and ideas to the whole class. These skills are recognised by pupils who say that 'teachers are helpful and explain things well'. Because relationships are so good, pupils are not afraid to offer a spontaneous comment, or contribute to discussion when asked. Relationships are also strong in the reception class, where a quiet and calm working atmosphere prevails. In most classes, pupils are also expected to complete a good quantity of work. There are many opportunities, for instance, for pupils to write at length. However, expectations are not as consistently demanding as they should be. Teachers sometimes depend too much on undemanding worksheets. Tasks are not always sufficiently varied or open ended to ensure that pupils are challenged to do their best at all times, particularly the more able. Progress is constrained where these factors are present.

## **Curriculum and other activities**

### **Grade: 3**

The curriculum is satisfactory with some good features. Pupils cover a wide range of work in English. Good progress in reading is nurtured by studying provoking texts such as Macbeth and Romeo and Juliet. However, subject planning has yet to take full account of pupils' differing needs and abilities in order to make sure that work fully develops the potential of all, particularly the more able. The school has a good range of after school activities, residential visits and trips. It has recognised that teaching time is below the recommended levels and has taken steps to lengthen the school day. New subjects have been incorporated into the curriculum to enhance pupils' personal development and enjoyment; these include French and drama. The facilities for information and communication technology (ICT) have been much improved and pupils now use computers in many aspects of their work.

Suitable programmes are in place to promote safe and healthy lifestyles. Clear and detailed individual education plans ensure that staff give suitable support for those with learning difficulties. Provision for children in the reception class is satisfactorily planned and enhanced by the new outdoor area.

## **Care, guidance and support**

### **Grade: 3**

The quality of care, support and guidance is satisfactory, with strengths in good pastoral care. Parents remarked how quickly new pupils settle in to school. All staff are successful in building trusting relationships with pupils. Child protection requirements are fully in place and staff have a good understanding of procedures. The school has valuable links with external agencies to support its work, and teachers pay due attention to health and safety.

Academic guidance and support are not as effective as pastoral care, and recent improvements are too new to have had a full impact on achievement. However, staff discussion has led to the setting of more realistic and challenging targets. This improvement has already lifted teachers' expectations. The quality of marking and feedback has yet to be tackled. Teachers routinely check pupils' work, but do not always help pupils to improve the quality of what they do by commenting on what could be done better. In some cases, pupils have particular learning goals, but this approach is not consistent.

## **Leadership and management**

### **Grade: 3**

Leadership and management are satisfactory. Much has been accomplished in the last two terms under the good leadership of the new headteacher. Recent strategies for increasing academic achievement have yet to make a substantial impact on standards and progress, but are already changing practices and approaches and have raised expectations. An extensive consultation with parents, governors and pupils helped

the senior leadership team to review the school's strengths and set priorities for improvement. Advice has been sought from the local authority, and monitoring has given a clear picture of the quality of teaching and learning. The findings from this inspection agree with the school's view of itself. The rapid grasp of what the school needs to do, and the action already taken to raise expectations, indicate that it has the capacity to move things forward. Parents express a good level of satisfaction with the school and it is a popular choice within the local area. Staff willingly take on new challenges. Subject leaders have accepted whole school responsibilities and drawn up planning based on an analysis of academic performance. Governors are supportive and well organised. They have a broad understanding of the school's work, and have introduced formal strategies that will help them to learn more, and play a greater role as the school's 'critical friends'.

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## Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	<b>School Overall</b>	<b>16-19</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	3	NA
How well does the school work in partnership with others to promote learners' well-being?	3	NA
The quality and standards in foundation stage	3	NA
The effectiveness of the school's self-evaluation	3	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

### Achievement and standards

<b>How well do learners achieve?</b>	3	NA
The standards <sup>1</sup> reached by learners	2	NA
How well learners make progress, taking account of any significant variations between groups of learners	3	NA
How well learners with learning difficulties and disabilities make progress	3	NA

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	2	NA
The attendance of learners	2	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	3	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	3	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	3	NA

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	3	NA
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	3	NA
<b>How well are learners cared for, guided and supported?</b>	3	NA

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	3	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	3	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3	NA
How effectively and efficiently resources are deployed to achieve value for money	3	NA
The extent to which governors and other supervisory boards discharge their responsibilities	3	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

<b>The extent to which schools enable learners to be healthy</b>	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
<b>The extent to which providers ensure that learners stay safe</b>	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
<b>The extent to which learners make a positive contribution</b>	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
<b>The extent to which schools enable learners to achieve economic well-being</b>	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

## **Text from letter to pupils explaining the findings of the inspection**

Winterbourne Earls CofE (VC) Primary School Summerlug Winterbourne Earls Salisbury Wiltshire  
SP4 6HQ

9 December 2005

Dear Pupils

We thoroughly enjoyed visiting your school and enjoyed being part of your Christmas celebrations, particularly the arrival of Father Christmas! Thank you for being so welcoming. This letter is to tell you about what we found out about your school while we were with you.

**What we like about your school**

- You are all friendly and confident, enjoy your activities and work hard.
- You do particularly well in reading.
- Adults in the school take good care of you, and you all get on very well together.
- You especially like how well your teachers explain things to you during lessons.
- There are lots of opportunities for you to take part in sport.

**What we have asked your school to do now**

- Make sure that the work you do in lessons always helps you to do your best.
- Give you more opportunities to think for yourselves, investigate and plan your own activities in science.
- Give you more advice on how you can improve your work.

Thank you once again for your friendliness during our visit, and we wish you all well for the future.

Yours sincerely

Patricia Davies Lead Inspector